

DEVELOPING STUDENTS' SPEAKING ABILITY BY USING PICTURE STRIP STORY

Tanjung Wulandari, Muhammad Sukirlan, Ramlan Ginting Suka

nduk_tandjung@yahoo.com

ABSTRACT

Tujuan dari penelitian ini adalah menemukan bahwa *picture strip story* dapat meningkatkan kemampuan berbicara siswa setelah teknik diimplementasikan dan untuk mengetahui respon siswa setelah pengimplementasian dari *picture strip story* dalam pengajaran. Subjek penelitian terdiri dari 20 siswa di kelas X.4 di SMA Kartikatama Metro. Kemudian hasil menunjukkan bahwa teknik ini dapat meningkatkan kemampuan siswa berbicara dan siswa juga memberikan respon positif pada teknik ini. Penelitian ini menggunakan desain penelitian *one group pretest posttest*. Terdapat dua penilai untuk menilai penampilan siswa. *Repeated measure t-test* digunakan untuk menganalisis data kuantitatif menggunakan SPSS (16.0). Hasil menyimpulkan bahwa adanya perbedaan kemampuan berbicara siswa secara signifikan pada level 0.05 karena t-ratio lebih besar dari t-table ($10.865 > 2.093$), kemampuan berbicara siswa meningkat setelah mereka diajarkan melalui teknik *picture strip story*, dan 90% siswa memberikan respon yang positif.

The aims of this research were, to find out whether picture strip story can improve the students' speaking ability after that technique implemented, and to find out the students response after implementation of picture strip story in teaching speaking. The subject consist of 20 students in X.4 class of SMA Kartikatama Metro. Then the result showed that this technique can improve students' speaking ability and the students also give positive response to this technique. The study used one group pretest posttest design. There were two raters to judge the students' speaking performances. Repeated measure t-test was used to analyze the quantitative data and the hypothesis testing was computed using SPSS (16.0). The result concluded that there was a significant difference on level 0.05 because t-ratio more than t-table ($10.865 > 2.093$), students' speaking ability was increase after they was taught by using picture strip story technique, and 90% students gave positive response.

Keywords : *improvement, oral communication, picture strip story*

INTRODUCTION

One of the main purpose of learning English is to make the learners understand what the speaker says, and also to develop the ability to communicate in target language, so that they can use their capability for daily communication. Speaking skill is the human ability to produce sounds to get a conversation to tell the information. According to Bryne (1984), speaking is an oral communication, the two ways process between speaker and listener and involves productive and receivitive skills of understanding. According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependence on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. According to Chaney (1998;13), speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety of context.

This research deals with the implementing picture strip story in narrative text to develop students` speaking ability. According to Kunzle (1973:2), picture strip story comprises of graphic art for reproduction that told stories through the use of both pictures and words. This technique tells a complex stories in a few images, provides comment and provoke thought on events an issues in the news. Picture strip story gives the example of vocabulary relate to current trends and fads. According to Lavery (2011), picture strip story can be used from beginners level to advanced level for a variety of language and discussion activities. The students could express their ideas, combined with the text or visual information. Picture strip story could create students` confidence to communicate with others, because

students' memory were stronger than before directly it caused by the picture or images in the narrative text. This technique prepared a chance for students to develop their understanding and remembering by the image or picture that written in the text.

In line with the background of the study, the questions to be answered in this study are to find out whether picture strip story can improve the students' speaking ability after that technique implemented, and to find out the students response after implementation of picture strip story in teaching speaking.

METHOD

The method used in this research was quantitative research focused on improving speaking ability using series of picture. The subject of the research consisted of 20 students of the first grade of SMA Kartikatama Metro. Quantitative research was conducted in order to know whether there was influence of students' speaking ability after picture strip story implemented or not. *One-Group pre-test and Post-test design* were use in this research because the writer used one class as the experimental class. The treatment was conducted in three times by using narrative text. The writer conducted pretest, treatment, and posttest. One class was chosen from the population namely experimental class by using randomly sampling. The class was given pretest, treatment, posttest, and questionnaire . The population of the research was the first grade students of SMA Kartikatama Metro.

Pretest, Treatment, Posttest, Questionnaire, Recording, and Transcribing are used to collect data. The procedure of the research were: Preparing the Lesson Plan,

Preparing the Material, Administering the Pretest, Conducting the Treatment, Administering the Posttest, and Administering the Questionnaire. In getting the data, this research uses speaking test as the instrument of the research. The researcher recorded the students' performance and gave scores the students' performance. After getting the raw score, the writer tabulates the results of the test and calculating the score of pretest and posttest. Then, SPSS used to calculate mean of pretest and posttest to find out whether there is an increasing or not after the students are taught by using persuasive group presentation. Repeated Measure t – test used to draw the conclusion. The data computed through Statistical Package for Social Sciences (SPSS)for window. The hypothesis analyzed at the significance level of 0.05 in which hypothesis will approve if sign $< \alpha$.

RESULT AND DISCUSSION

This research was held in five meetings to get the data. The first meeting was pretest followed by three times meeting for treatment. Then, posttest and questionnaire conducted in the fifth meeting to find out the students' increase in speaking skill.

Score Interval	Quality Scores	Number of Students	Percentage
100	5	-	-
80-90	4	-	-
60-79	3	7	35%
40-59	2	11	55%
20-39	1	2	10%

The research was conducted at the first grade of SMA Kartikatama Metro from April 30 2014 up to Mei 13 2014. The subject was selected through lottery drawing was X.4.

Table 1. Distribution of the Pretest Score

The table above showed the distribution of the students` scores before the treatment. It can be seen that there were 7 students (35%) got score 60-79, 11 students (55%) who got score 40-59, and 2 students (10%) who got 20-39. The minimum score of English subject (KKM) at SMA Kartikatama Metro was 70. Based on the table were 13 students who couldn`t achieve the minimum score (KKM) and only 7 students who could achieve the minimum score. The total score of pretest is 860. The average score was 43.00. The highest score was 70 and the lowest score was 40. The median was 55.00 . The mode was 60.00.

Table 2. Distribution of the Posttest Score

Score Interval	Quality Scores	Number of Students	Precentage
100	5	-	-
80-90	4	9	45%
60-79	3	9	45%
40-59	2	2	10%
20-39	1	-	-

The table above shows the distribution of the students` scores before the treatment. It can be seen that there were 9 students who got score 80-90 (45%), there were 9 students who got score 60-79 (45%), and there were 2 students who got score 40-59 (10%). The minimum score of English subject (KKM) at SMA Kartikatama Metro was 70. The table showed that there was significant increase by seeing the number of students who achieved minimum score (KKM) were 2 students. The lowest score was 50 and the highest score was 80. The total of the

posttest was 1352. The average score was 67.6, The median was 68 and the mode was 70.

Table 3. Increase of Students' score in Five Aspect of Speaking.

NO	Aspect	Pretest	Posttest	Increase
1	Fluency	8.5	13.3	4.8
2	Grammar	8.1	13.5	5.4
3	Vocabulary	9.2	14.2	5
4	Pronunciation	8.8	13.9	5.1
5	Comprehension	8.4	13.00	4.6
	Total	43	67.9	24.9
	Average	8.6	13.58	4.98

The researcher distributed questionnaire that consist of 10 question. The questionnaire was distributed on Mei 13th, 2014 in class X.4 to find out the problems the students respond after the implementation of picture strip story technique for teaching speaking. The questionnaire asks the students' interest toward picture strip story technique and the uses of follow speaking lesson through this technique.

Osgood et al (1957) develops the 'semantic different scale' designed to measure the 'semantic space' of interpersonal experience. Respondents do not make an evaluation using numbers or words, they identify the 'position' of their answer on a line, or space between two description. It was designed to measure the 'semantic space' of interpersonal experience.

Each item has a numerical value, for example; strongly agree(SS) has 5 points, agree(S) has 4 points, Neutral/Undecided has 3 points, disagree(TS) has 2 points, strongly disagree(STS) has one point.

The students` respond can be categorized into three clasifications:

1. If the students` respond is between 40-50, it indicated that the student gave very positive respond toward picture strip story technique.
2. If the students` respond around 30, it indicated that the student gave neutral respond toward picture strip story technique. It means either they are confused about the idea of the questionnaire or they are abstain.
3. If they students` respond between 10 to 20, it indicated that the students gave very negative respond toward picture strip story technique.

Table 4. Distribution Frequency of the Students` Questionnaire

No	Score Interval	Frequency	Percentage
1	41-50	8	40%
2	31-40	12	60%
3	21-30	0	-
4	11-20	0	-
5	1-10	0	-

The final data analysis in this research was computing hypothesis test. This test was conducted to find out whether the hypothesis test was accepted or not. The hypothesis of the research are:

1. There was a good influence toward picture strip story technique after seeing the significant increase on students` speaking ability after this technique implemented for teaching speaking.
2. There was very positive respond toward picture strip story technique in English teaching learning.

The researcher used t-test in order to find out the significance of treatment affect. The hypothesis was analyzed at significant level of 0,05 in which the hypothesis was approved if $\text{sign} < \alpha$.

From the result of t-test computation, we can see that t-ratio was higher than t-table ($10.865 > 2.09300000$) and with the level of significant is $p < 0,05$ and 2 tails is $p = 0.0000$ ($p < 0.05$), it means there was a significant increase of students' speaking ability after picture strip story implemented.

CONCLUSIONS

Having conducted the researcher at the first grade of SMA Kartikatama Metro and analyzing that data, the researcher would like to state some conclusion as follow:

1. Picture strip story gave significant influence towards students' speaking ability in English learning process. It can be seen by the significant increase between the pretest score and posttest score, and also it give positive respond that was given by the students through this technique.
2. There was significant increase of students' speaking ability before and after pretest and posttest after being taught by picture strip story technique. It can be proved by the increase of students' mean score in the pretest and posttest. The result of posttest is higher than the result of pretest. There was an increase from the average score of the pretest (49,13) to posttest (67,6). The result of hypothesis test show that the hypothesis was accepted. It can be seen from t-ratio which was higher than t-table ($10.865 > 2.093$). It means that there was significant increase students' speaking ability after being taught by picture strip story technique.

3. There was positive response towards picture strip story technique. It can be proved that 40% students scored 41-50, and 60% students 41-30.

REFERENCES

- Brown, H. D. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall.
- Byrne, Done. 1984. *Teaching Oral Language*. New Jersey: Longman
- Chaney, A.L, and T.L.Burk. 1998. *Teaching Oral Communication in Grades K-8*. Boston : Allyn & Bacon. <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>. Retrieved on 19 June 2014
- Kunzle, David. 1973. *The Early Comic Strip*. Berkeley : University of California Press. <http://homes.chass.utoronto.ca/~mfram/Pages/102-intro.html>. Retrieved on 18 June 2014.
- Lavery, C. 2011. *Using Cartoons & Comic Strips*. London : British Council. <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/using-cartoons-comic-strips>. Retrieved on 16 June 2014.
- Osgood, C., Suci, G., and Tannenbaum, P. 1957. *The Measurement of Meaning*. Urbana, IL: University of Illinois Press.